DOCUMENT RESUME

ED 217 044 SP 020 388

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TITLE The Director of Student Teaching/Field Experiences: Characteristics and Responsibilities.
INSTITUTION Association of Teacher Educators, Reston, Va.
PUB DATE Feb 82
NOTE 50p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Phoenix, AZ, February 14-17, 1982).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Administrator Characteristics; Educational Trends; *Field Experience Programs; Higher Education; *Institutional Characteristics; Occupational Surveys; *Practicum Supervision; Preservice Teacher Education; *Program Administration; Schools of Education; *Student Teaching; *Teacher Educators
IDENTIFIERS National Field Directors Forum

ABSTRACT

Results of a study to identify characteristics and responsibilities of directors of student teaching and field experience programs are presented and discussed in this document. The survey instrument had 74 items in 10 categories: (1) institutional characteristics; (2) director characteristics; (3) compensation; (4) rank, promotion, and tenure; (5) research and publications; (6) membership and participation in professional organizations; (7) institution program support; (8) work load; (9) job satisfaction; and (10) changes occurring and needed in the field of student teaching. Respondents to the questionnaire represented 284 public, 198 private, and 154 parochial teacher training institutions. Results for each of the ten categories are discussed, and it is noted that the most consistent finding was the inconsistency and diversity of responses. A conclusion points out encouraging and disappointing aspects of the study. In an appendix, responses to each questionnaire item are provided, many of which include representative comments from respondents. (FG)

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THE DIRECTOR OF STUDENT TEACHING/FIELD EXPERIENCES: CHARACTERISTICS AND RESPONSIBILITIES

By

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Presented to the FORUM
at the Annual Meeting of the
ASSOCIATION OF TEACHER EDUCATORS
February 14-17, 1982
Phoenix, Arizona

SP 020 388

The Director of Student Teaching/Field Experiences

Characteristics and Responsibilities

The director is the person designated by a college or university as the one with administrative responsibility for organizing, coordinating, and evaluating the total program of field experiences in teacher education. Field experiences are all those contacts with children, youth, and adults in school and community settings, including observation, participation, student teaching, and other activities which are part of the teacher preparation program. (Morris, 1980). Directors have been considered as "Key" leadership personnel in teacher education since the movement of student teaching from campus laboratory schools to field settings. The continued importance of student teaching and the rapid expansion of a wide variety of field experiences prior to student teaching, has thrust new and wider-ranging responsibilities on the director than at any time in the history of this position.

The notion that leadership is an <u>important</u> variable in achieving success is not new. Leadership in schools and programs has however, been given additional support in various studies on effective schooling (Shoemaker and Fraser, 1981). If an educational program reflects the competencies and values of the leadership, and there is much support for this position, then a study of of the characteristics and responsibilities of the leadership of programs of field experiences should provide important data about and insight into this important component of teacher education.

Purposes, Method, and Sample

The purposes of this study were to identify the characteristics and responsibilities of directors of student teaching/field experiences in public and private colleges and universities engaged in teacher preparation and to update and extend a similar study by The Association of Student Teaching (1968).

The 1968 questionnaire was revised and the final form included seventy-four items arranged into the following categories:

Institutional Characteristics, Items 1-17

Director Characteristics, Items 18-29

Compensation, Items 30-36

Rank, Promotion, Tenure, Items 45-50

Research and Publications, Items 45-50

Membership and participation in Professional Associations, Items 51-58

Institution Program Support, Items 59-60

Work Load, Item 67

Job Satisfaction, Item 68

Changes in Student Teaching and Field Experiences, Items 69-74

The length of the questionnaire is considered a limitation of the study. Even so, of the 1,142 institutions listed in the Directory of Collegiate Field Experiences Administrators (1981-82), responses were received from 642 representing fifty-four percent of the total population. Responses were received from all states. Respondents represented 284 public, 198 private, and 154 parochial institutions with six indicating a classification of "other". The sample contained 443 males and 172 females; twenty-six respondents did not indicate their sex. (See Appendix A for a complete summary of responses.)

Findings

The most consistent finding was the inconsistencies in the characteristics and responsibilities of the director. There is a high degree of diversity and little commonality in titles, organizational structure of student teaching/field experiences programs, and director's responsibilities. There is a lack of common terminology which would facilitate communication and understanding. Practices and procedures seem to be determined largely by convenience or

administrative mandate rather than basic principles of sound educational practice .

Institutional Characteristics

Directors of student teaching/field experiences must function within the organizational structure of a college or university. Organizational structures are influenced by many variables, i.e., whether the institution is public, private, or parochial; size; and mission. For example, reported enrollment figures for 1980-81 indicate that the number of student teachers and students in other field experiences in some institutions are relatively small. Approximately 79% of the institutions reported enrollments of less than 100 student teachers, 17% reported from 101 to 250, 22 institutions reported enrollments of less than ten secondary student teachers.

The two most commonly used titles were Director of Student Teaching (23%) and Director of Field Experiences (20%). The director must perform a wide variety of responsibilities, many of which are not directly related to the field experiences program. The director is classified as a full-time administrator in only 13% of the institutions. There are directors of elementary, secondary, special education, vocational education, business education, home economics education, and health and physical education. Frequently, the director is also head of the department, division, or carries the title of dean. In some institutions the responsibilities for field experiences are shared by various faculty who assume all administrative, instructional, and public relations function. In approximately 78% of the institutions, one person is responsible for all student teaching and field experiences programs. The director reports directly to the dean or an associate or assistant dean of the school/college in 59% of the institutions and to the department or division head in 41% of the institutions.

Institutional grading practices in student teaching vary widely. Fifty-seven percent use a letter grade, i.e., A,B,C,D; 16% use "S" "U"; 21% use "P" "F"; and 6% use "credit/no credit". Within institutions, grading practices vary from one department or program to another and several institutions reported varying practices within the same department and program.

Personal Characteristics

This section of the questionnaire sought to identify demographics characteristics of directors. The sample was composed of approximately 70% males and 30% females. Eighty-five percent of the male directors were between 36 and 60 years of age with the largest group (22%) in the range of 51 to 55. Eighty-one percent of the female directors were between 36 and 60 years of age with the largest group (24%) in the range of 46 to 50. Seventy-three percent have an earned doctorate, 14% a masters, and .08% the specialist degree. Approximately 40% have held the position of director from 1 to 5 years, 23% have served 6 to 10 years and 49% indicated that their predecessors served less that 5 years. Fifty-one percent served as a supervising teacher before joining a college/university faculty and 76% served as a college supervisor of student teachers before becoming director.

Compensation

Salary and terms of employment vary widely between types of institutions and between sex of directors. Fifty-three percent hold a nine or ten month appointment with approximately 38% having some type of summmer employment. The reported salary range for nine or ten month employment was from $13,000 to more than $35,000 with 28% in the range of $13,000 - $22,500, 50% in the range of $20,500 - $28,000, and 22% in the range of $28,000 to over $35,000. For those reporting a salary base of 12 months, 20% reported salaries ranging from $13,000 to $20,500, 30% from $20,500 to $28,000, and 49% from $28,000 to over $35,000. When directors, both male and female, from public institutions are

singled out, approximately 16% reported a salary in excess of $35,000 for a 12 month period. Annual salaries and salary increases of directors were about the same as those of other personnel with similar qualifications and responsibilities.

Rank, Promotion, and Tenure

Approximately 49% of directors hold professorial rank. Forty-nine percent of the males and 25% of the female directors hold the rank of professor. Approximately 44% of all directors have been promoted since assuming their responsibilities. Tenure is held by 71% with 44% receiving tenure after becoming director. The most important criteria for tenure, promotion, and salary increases were, in rank order of most to least important: 1) teaching, 2) research, 3) service/public relations, 4) doctoral degree, and 5) advisement. Eighty percent of the respondents stated that these same criteria apply to all other personnel in their institutions.

Research and Publication

Directors actively pursue a wide variety of interests both within and outside the areas of student teaching and field experiences. Thirty-five percent have published in refereed journals, 26% in non-refereed journals, 18% have published one or more books, and 38% indicated that they plan to initiate new research in the next two or three years. The five areas of research for which the greatest need exists are: 1) value and effects of early field experiences, 2) effects of supervising teachers on student teachers, 3) evaluation of effectiveness of supervising teacher, 4) evaluation of effects and services of student teachers, 5) identifying and evaluating competencies needed for success in student teaching, and 6) supervisory models and techniques of supervision in student teaching.

Membership and Participation in Professional Associations

The wide variety of professional associations at the national, regional, state, and local levels made it very difficult to accurately determine the

extent of involvement. However, responses do indicate a high level of activity. Ninety percent of the institutions encourage directors to attend meetings, 89% provide some monetary assistance and only 24% require the director or participate in the program as a prerequisite for support.

Institutional Program Support

The extent of institutional program support in the areas of non-professional secretarial assistance, assistance by professionals assigned to certain support functions, and instructional and non-instructional duties performed by directors was determined. Responses indicate a moderate to severe need for additional secretarial help. The number of professionals assigned varies from semester-to-semester depending on enrollment with the great majority of professional assistance being part-time. Of the 642 institutions reporting, 15 employed full-time assistant directors, 63 full-time student teacher center coordinators, and 82 full-time college/university supervisors. Respondents indicated that supervisory loads in student teaching were very heavy and supervision of students in early field experiences, when supervision was provided, was the responsibility of the professor assigned to the course.

The position of director, like most positions in field experiences, is part-time. Only 13% of directors were classified, for budgetary purposes, as 100% administration. Directors in public institutions reported that they devoted approximately 53 hours per week and directors in private and parochial institutions 50 hours per week to non-instructional tasks such as administration of student teaching (pub. 23.8 hrs., priv. 9.6 hrs.), other administrative duties (10 hrs. for pub. & priv.), advisement (4 hrs. for pub. & priv.), public service (2 hrs. for pub. & priv.), research (5.7 hrs. for pub. & 14.6 for priv.), administering field experiences other than student teaching (4.5 hrs. for pub. & 6.8 hrs. for priv.), and committee assignments (3 hrs. for pub. & priv.). In addition, 204 directors in public institutions reported spending an average

of 7.4 hours per week teaching classes, 288 directors in private institutions reported 8.9 hours teaching classes, 153 in public institutions reported spending 7 hours per week supervising student teachers, and 146 in private institutions reported 9.2 hours spent in supervising student teachers. The variety of responses made accurate determination of work loads very difficult. However, data shows that the work load of directors is very heavy.

Job Responsibilities

Directors were asked to identify, from a list of 27 specific responsibilities, those which were normally associated exclusively with this position. There was a wide variation in responses ranging from a low of 26% to a high of 94%. The five most common responsibilities were: 1) establishing and maintaining public relations with off-campus personnel, 2) placing student teachers, 3) arriving at final decisions on problems involving student teachers, 4) maintaining permanent records of student teachers and supervising teachers, and 5) conferring with student teacher applicants.

Job Satisfaction

Directors were asked to indicate on a scale of 1 (very satisfactory) to 4 (very unsatisfactory), their degree of satisfaction with 21 specific categories relating to their role. Analysis of responses indicated that directors were "satisfied" to "very satisfied" with their role. A mean rating of less than 3 appeared in only three categories, e.i., importance of the role of college/university supervisor as perceived by the faculty and administration, directors total administrative and teaching load, and their authority to remove or not use again a college/university supervisor whose performance is unsatisfactory. The categories of greatest satisfaction were the directors relationships with college/university supervisors, relationships with personnel from other colleges or divisions in the institution, and their authority to remove student teachers who were not performing satisfactorily.

Changes in Student Teaching and Field Experiences

Directors were asked to identify changes in their position and program which had occurred since they became director, the change agent(s), and what further changes they would like to see in their position and program.

Changes in position. Two hundred-sixteen directors indicated that changes had occurred in their position. The changes most frequently mentioned were: 1) expansion of responsibilities, especially in early field experiences (29%); 2) increased respect both on-campus and in the field, for the position (18%); 3) increased administrative authority (14%); 4) upgrading of position, i.e., chairman, director, associate/assistant dean, 9 to 12 months (12%), and 5) increased time for administration (11%).

Changes in program. Of the directors, 421 indicated that program changes had been made. The changes most frequently mentioned were: 1) addition of programs and increases in time spent in programs of early field experiences; (23%); 2) increase in the amount of time spent in student teaching (18%); 3) improvements through revision and reorganization (14%); 4) improved collaboration with public schools resulting in greater acceptance and appreciation for field experience programs; and 5) improvement in supervision by the college and supervising teachers.

Change agent. Directors were asked to indicate if these changes were initiated by themselves, by their department/college, by the schools with whom they cooperated, or by the state department of education. Changes in position were initiated by the department/college in 36% of the cases, by the director in 31% of the cases, and by the state departments of education in 16% of the cases. Program changes were initiated by the director in 50% of the cases, by the department/college in 45% of the cases, by the state departments in 34% of cases, and by schools in 16% of the cases.

Desired Changes. Directors were asked to identify the changes they would like to see in their position and program. Of the respondents, 176 indicated that they would like to change their position. The changes most frequently mentioned were: 1) increased authority and control over budget, staff, supervisor, and program (27%); 2) additional time to perform duties (25%); 3) improved policies for tenure, promotion, and salary increases (13%); 4) greater recognition for importance of supervisory role (.08%); and 5) make the position full-time (.08%).

Needed program changes were identified by 260 directors. The changes most frequently mentioned were: 1) improvements in inservice programs for college supervisors and supervising teachers (20%); 2) increase in the number of alternative student teaching experiences and the time spent in student teaching (13%); 3) increase opportunities and alternatives for field experiences (.08%); 4) improvements in criteria and admission procedures (.07%); and 5) reduction of loads in supervision to provide more time and subsequently improve the quality of supervision.

CONCLUSION

Results of this study are both encouraging and disappointing. Some encouraging aspects include: 1) the high level of preparation and experience which directors bring to this position; 2) status of the directors in relation to other personnel with similar qualifications and responsibilities; 3) upward mobility of directors; 4) extent to which directors are satisfied with their position; 5) professional productivity as indicated by research, presentation, and publications, and 6) ways in which the position has responded to changing needs in teacher education. The discouraging aspects include: 1) the lack of an emerging body of common principles and practices which serve as a basis for effective evaluation; 2) the wide variety of duties and responsibilities which makes functional specialization very difficult; 3) the part-timeness which

contributes to proliferation of duties and retards specialization; and 4) a very heavy work load. If directors are expected to continue providing effective leadership for this important component of the preparation program, fundamental changes in organizational structures and allocation of time and resources must be made.

References

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Shoemaker, J. and Fraser, H.W. What principals can do: Some implications from studies of effective schooling. Phi Delta Kappan. 1981, 63 (No. 3), 178 - 182.

Association for Student Teaching. The Directors of Student Teaching: characteristics and responsibilities. The Association for Student Teaching, Washington, D.C., 1968.

APPENDIX A

FIELD EXPERIENCES IN TEACHER EDUCATION PROGRAMS:

CHARACTERISTICS AND RESPONSIBILITIES

1. Official name and address of institution

2. Official title and name of person completing this form. The person responding was also the one responsible for programs of student teaching and field experiences and the official title(s) were as follows:

Official Title	No. and % Responding
Director of Student Teaching	116 (.23)
Director of Field Experiences	102 (.20)
Head/Chairman of Department/Division of Education	93 (.18)
Head/Coordinator/Director of Teacher Education	60 (.12)
Coordinator of Student Teaching	30 (.06)
Coordinator of Field Experiences	26 (.05)
Director/Coordinator of Professional Laboratory Experiences	19 (.04)
Dean/Associate/Assistant	18 (.04)
Director/Coordinator of Elementary and Secondary Education	18 (.04)
Director of Clinical Experiences	11 (.02)
Director of Laboratory Experiences	8 (.02)
Director of Educational Field Experiences	7 (.02)
Director of Student Teaching and Field Experiences	6 (.01)
	514

Selected Examples of Titles used less than five times

Coordinator of Apprentice Teaching
Director of Professional Educational Services
Director of Field Studies
Director of Teacher Training
Director of Teacher Intern Programs

3. If you are not the person designated by your institution as the one responsible for directing/coordinating programs of student teaching/field experiences, please give the official title(s) of the person(s) responsible for these programs.

Results: The number of responses to this item were insignificant. The questionnaires were sent to and completed by the appropriate person.

4. Please make explanatory comments which you think are needed to clarify the title(s) and responsibilities of your position at your institution.

Representative Comments

"I serve as Chairman of Education Department and coordinator of student teaching."
"I am totally responsible for all dimensions of the field experiences program."
"Placement is done by someone else."
"Includes all field experiences--early, methods related, student teaching, practicums, internships, etc."

4. Continued

"There are separate directors for elementary and secondary programs."
" I coordinate student teaching, teach, and serve as certification officer."
"As chairman, I am responsible for all education programs."
"Each of two field-site directors do the actual student teaching placement for single subject credential students."
"All our teacher education faculty share this responsibility. As director of Teacher Education, I supervise the entire program."
"I do student teacher placements, student teacher seminars, and handle all problems."
"Each faculty member places students from his/her classes for all field experiences. They are also responsible for the supervision."
"I am in charge of extensive early field experiences and graduate resident teaching programs, undergraduate field practicums and student teaching."
"I am dean for undergraduate education and off-campus programs and director of student teaching."

5. Is there one person responsible for coordinating all student teaching at your institution? YES___. NO___. If NO, please explain_____.

	No. and % Responding
YES	497 (.79)
NO	136 (.21)
	633

Representative Explanations

"Each department--Agricultural Education, Physical Education, Special Education, Business Education--coordinates their own programs."
"There is one person for elementary, secondary, and early childhood education."
"There is no one person exclusively responsible."
"Chairperson shares this responsibility with all field supervisors."
"A member of the faculty form each discipline is appointed to coordinate that program."

6. To whom does the director/coordinator report in your institution?

Official	No. and % Responding
Dean of school/college	349 (.55)
Division/Department Head	259 (.41)
Associate Dean of school/ College	27 (.04)
	635

Other officials included

Ass't. for Student Affairs
Director of Teacher Education
Provost
Vice President for Academic Affairs
Director of Center for Professional Teacher Education

7. Is the person responsible for student teaching also responsible for other field experiences? YES___. NO___. If NO, please explain.

	No.& % Responding
YES	489 (.77)
NO	146 (.23)
	635

Representative Explanations

"Another person directs field experiences other than student teaching."
"Each faculty places his/her students."
"Early field experiences are tied to specific courses and the professor is responsible for placement and supervision."
"Each subject area is responsible for their own."
"This responsibility is shared by all faculty in the department."

8. Please check the classification which best describes your institution.

Classification	No. & % Responding
Public--tax supported	284 (.44)
Private	198 (.31)
Parochial--church associated	154 (.24)
Other	6 (.01)
	642

9. Please give the TOTAL enrollment of your institution. (If your institution has more than one campus, give enrollment ONLY for your campus.)

No. of undergraduate students	No. & % Responding	No. of graduate students	No. & % Responding
1 - 499	39 (.06)	1 - 149	49 (.21)
500 - 1,499	207 (.34)	150 - 499	31 (.13)
1,500 - 3,999	153 (.25)	500 - 999	49 (.21)
4,000 - 7,999	89 (.15)	1,000 - 2,999	58 (.24)
8,000 - 14,999	64 (.10)	3,000 +	50 (.21)
15,000 - 24,999	43 (.07)		237
24,999 +	16 (.03)		
	611		

10. Please give the TOTAL enrollment in your college, school or department of education.

No. of undergraduate students	No. & % Responding	No. of graduate students	No. & % Responding
1 - 149	208 (.34)	1 - 149	94 (.29)
150 - 499	182 (.30)	150 - 499	106 (.33)
500 - 999	93 (.15)	500 - 999	73 (.23)
1,000 - 2,999	113 (.19)	1,000 - 2,999	46 (.14)
3,000 - 4,999	5 (.01)		319
5,000 - 9,999	4 (.01)		
	605		

11. Please give the TOTAL number of student teachers placed by your institution in 1980-81.

No. of student teachers	Elementary No. & % Responding	Secondary No. & % Responding	Other No. & % Responding
1 - 100	440 (.77)	426 (.80)	187 (.81)
101 - 250	99 (.17)	81 (.15)	37 (.16)
251 - 400	20 (.04)	18 (.03)	3 (.01)
401 - 600	9 (.02)	6 (.01)	2 (.008)
601 +	-	2 (.01)	1 (.001)
	568		230

Comment: Twenty-two institutions reported placing less than ten elementary student teachers and 50 reported placing less than ten secondary student teachers.

12. Please give the TOTAL number of teacher education students, other than student teachers, (graduate and undergraduate) you placed in public, private, and community/agency settings for field experiences in 1980-81. _____

No. of students	No. & % Responding
1 - 100	246 (.50)
101 - 250	130 (.26)
251 - 400	46 (.09)
401 - 600	22 (.04)
601 - 850	15 (.03)
851 - 1,000	8 (.02)
1,001 - 2,000	16 (.03)
2,001 +	8 (.02)
	491

Comment: "Ohio's educational redesign mandate requires nearly every course to have a field or clinical experience."

13. Does your institution have graduate level field experiences? YES___ NO___.
If YES please give examples of these experiences _____.

	No. and % Responding
YES	305 (.48)
NO	336 (.52)
	641

Examples and frequency

	No. and % Responding
Administration	102 (.29)
Guidance & Counseling	94 (.27)
Special Education	81 (.23)
Reading	34 (.10)
School Psychology	22 (.06)
Early Childhood	9 (.03)
Supervision	9 (.03)
	351

14. Please indicate if your institution is on the semester or quarter system?
____Semester ____Quarter

	No. and % Responding
Semester	481 (.80)
Quarter	114 (.19)
Tri-mester	9 (.01)
	604

15. Please indicate the grading system for student teaching used by your institution. ___Letter grade, i.e., A,B,C,D; ___"S","U"; ___"P","F"; ___Other. Please explain_____.

Grading System	No. and % Responding
Letter grade, i.e. A,B,C,D	358 (.57)
"S" "U"	97 (.16)
"P" "F"	133 (.21)
Credit/No Credit	36 (.06)
	624

Examples of Other Systems Reported

A,B,C,D, No Record
Student has option of "P" of "F" or letter grade
"M"- Mastery
First 8 weeks, letter grade; Second 8 weeks, "P" or "F"
"Credit" or "No Credit" but "No Credit" is not recorded on transcript
Scales: 1.0 - 4.0; 2 - 9; 1 - 5
Combination of the above depending on department

16. Which of the following terms do you consistently use to identify the classroom teacher who agrees to work with a student teacher? ___Cooperating teacher; ___Supervising teacher; ___Critic teacher: ___Sponsor teacher; ___Other. Please explain_____.

Terms Used	No. and % Responding
Cooperating Teacher	450 (.70)
Supervising Teacher	163 (.25)
Critic Teacher	9 (.01)
Master Teacher	9 (.01)
Directing Teacher	6 (.009)
Sponser Teacher	4 (.006)
	641

17. Which of the following terms do you consistently use to identify the period of student teaching? ___Student teaching; ___Practice teaching; ___Associate teaching; ___Other. Please list _____.

Terms Used	No. and % Responding
Student teaching	571 (.95)
Directed teaching	8 (.01)
Intern teaching	8 (.01)
Associate teaching	7 (.01)
Practice teaching	4 (.006)
	598

Additional Terms Reported

Cadet teaching
Apprentice teaching
Student teaching probation
"We can't decide so we use multiple terms -- student teaching, associate teaching, directed teaching.

II. SELECTED CHARACTERISTICS OF THE DIRECTOR/COORDINATOR

18. Age; 19. Sex

Age	Male No. and % Responding	Female No. and % Responding
26 - 30	1 (.002)	3 (.02)
31 - 35	19 (.04)	15 (.09)
36 - 40	48 (.11)	28 (.16)
41 - 45	71 (.16)	23 (.13)
46 - 50	86 (.19)	42 (.24)
51 - 55	98 (.22)	27 (.16)
56 - 60	76 (.17)	20 (.12)
61 - 65	41 (.09)	12 (.07)
66 - 70	3 (.006)	2 (.01)
	443 (.69)	172 (.26)

Total: M + F = 615

No Response: 26

20. Highest earned degree: (Check one) ___Master's; ___Specialist; ___Doctorate

Degree	Male No. and % Responding	Female No. and % Responding
Bachelors		1 (.006)
Masters	50 (.11)	41 (.24)
Specialist	28 (.06)	23 (.13)
Doctorate	365 (.82)	107 (.62)
	443	172

21. Number of years you have served as director/coordinator (including 1981-1982) at your present institution. _____.

Years served	Male No. and % Responding	Female No. and % Responding
0 - 1	2 (.005)	2 (.01)
1 - 5	165 (.41)	87 (.53)
6 - 10	104 (.26)	44 (.27)
11 - 15	81 (.20)	22 (.14)
16 - 20	31 (.08)	8 (.05)
21 - 25	15 (.04)	3 (.02)
26 - 30	4 (.01)	-
31 - 35	-	2 (.01)
	402	163

22. Total number of years employed in a college or university (including 1981-1982) _____.

Years employed	Male No. and % Responding	Female No. and % Responding
1 - 5	48 (.11)	28 (.16)
6 - 10	71 (.16)	51 (.30)
11 - 15	142 (.32)	46 (.27)
16 - 20	99 (.22)	24 (.14)
21 - 25	47 (.11)	11 (.06)
26 - 30	25 (.06)	5 (.03)
31 - 35	10 (.02)	5 (.03)
36 - 40	1 (.002)	1 (.005)
	443	171

23. Total number of years you have taught at the following level(s) (include any time spent in administration, counseling, etc.). ___Elementary; ___Middle School; ___Jr. High; ___High School

Years Taught	Elementary No. and % Resp. M		Middle No. and % Resp. M		Jr. High No. and % Resp. M		High School No. and % Resp. M	
		F		F		F		F
1 - 05	95 (.56)	48 (.33)	49 (.92)	16 (.73)	143 (.77)	56 (.82)	155 (.50)	47 (.58
6 - 10	45 (.26)	47 (.32)	3 (.06)	6 (.27)	31 (.17)	6 (.09)	80 (.26)	20 (.25
11 - 15	23 (.14)	18 (.12)	-	-	9 (.05)	3 (.04)	41 (.13)	10 (.13
16 - 20	4 (.02)	13 (.09)	1 (.02)	-	3 (.02)	3 (.04)	22 (.07)	3 (.04
21 +	3 (.02)	10 (.07)	-	-	-	-	11 (.04)	-
	170	146	53	22	186	68	309	80

24. Did you serve as a supervising/cooperating teacher while you were in elementary, middle, junior high or high school? ___YES ___NO. If YES, approximately how many student teachers did you supervise? _____.

	Male No. and % Responding	Female No. and % Responding
YES	190 (.46)	104 (.60)
NO	220 (.54)	68 (.40)
	410	172

No. of Student Teachers Supervised	Male No. and % Responding	Male No. and % Responding
1 - 4	75 (.39)	49 (.47)
4 - 6	49 (.25)	19 (.18)
7 - 10	28 (.15)	11 (.11)
11 +	38 (.20)	25 (.24)
	190	104

Comments:

"I supervised 40 student teachers -- two each eight weeks for five years."
"I supervised 100 student teachers during 14 years of teaching -- nine years in elementary, two years in junior high, and three years in high school."
"I supervised 40 student teachers in six years of high school teaching."
"I supervised 100 student teachers in eight years of elementary teaching."
"I supervised 20 student teachers in six years of teaching."

25. Did you serve as a college/university supervisor prior to becoming director coordinator? ___YES ___NO. If YES, for how many years?

	Male No. and % Responding	Female No. and % Responding
YES	318 (.76)	129 (.77)
NO	100 (.24)	39 (.23)
	418	168

No. of Years	Male No. and % Responding	Female No. and % Responding
1 - 5	196 (.62)	89 (.69)
6 - 10	89 (.28)	27 (.21)
11 - 15	23 (.07)	8 (.06)
16 +	10 (.03)	5 (.04)
	318	129

26. Please give the total number of years of teaching and supervising at both pre-college and college before becoming director/coordinator. _____

No. of Years	Male No. and % Responding	Female No. and % Responding
0	13 (.03)	5 (.03)
1 - 5	48 (.11)	25 (.15)
6 - 10	100 (.24)	34 (.20)
11 - 15	98 (.23)	35 (.21)
16 - 20	84 (.20)	29 (.17)
21 - 25	46 (.11)	27 (.16)
26 - 30	20 (.05)	6 (.04)
31 - 35	7 (.02)	5 (.03)
36 - 40	3 (.007)	4 (.02)
	419	170

27. When you became director/coordinator, did you replace someone? ___YES ___NO If YES, was (Did) he/she ___Promoted to a higher position: ___ Transferred to full time teaching? ___Accept a higher position in another institution? ___Move to another institution in a similar position? ___Retire(s)?___ Other. Please explain_____.

	No. and % Responding
YES	512 (.86)
NO	81 (.14)
	593

What happened to Predecessor?	No. and % Responding
Promoted to higher position	116 (.26)
Retired	115 (.26)
Transferred to full time teaching	100 (.22)
Moved to another institution in similar position	60 (.13)
Accepted a higher position in another institution	33 (.07)
Accepted position in public school administration	8 (.02)
Fired	8 (.02)
	450

28. If your predecessor accepted a different and/or higher position, please list the title of that position._____.

Position	Number and % Responding
Head/Chairman of Department	35 (.31)
Dean School/College of Education	17 (.15)
Dean of School/College other than Education	13 (.11)
Public School Administration	12 (.11)
Associate/Assistant Dean Education	11 (.10)
Graduate Dean	8 (.07)
Vice President	6 (.05)
President of a College/University	4 (.04)
Dean of Faculty	2 (.02)
Assistant to the President	2 (.02)
Vice Chancellor	1 (.01)
Provost	1 (.01)
Associate Secretary AACTE	1 (.01)
Director Ford Motor Training Division	1 (.01)
	114

Comment: Other positions identified were Director of Teacher Education, Guidance, Research, Secondary Education, Elementary Education, and State Department of Education.

29. Please give the approximate "average" tenure, as director, for two of your immediate predecessors. _____No.of years.

No. of years	No. and % Responding
1 - 5	228 (.49)
6 - 10	151 (.33)
11 - 15	43 (.09)
16 - 20	27 (.06)
21 - 25	9 (.12)
26 +	4 (.009)
	462

III. COMPENSATION

30. Please indicate your current salary range (1981 - 1982)

9/10 Month Salary Range	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
Below 13,000	1 (.007)	1 (.007)	-	4 (.07)
13,000 - 14,500	-	2 (.01)	1 (.06)	2 (.04)
14,500 - 16,000	1 (.007)	7 (.05)	-	5 (.08)
16,000 - 17,500	1 (.007)	5 (.04)	-	5 (.08)
17,500 - 19,000	7 (.05)	15 (.11)	-	10 (.18)
19,000 - 20,500	6 (.05)	13 (.10)	-	8 (.14)
20,500 - 22,000	15 (.12)	26 (.19)	2 (.12)	5 (.08)
22,000 - 23,500	12 (.19)	15 (.11)	1 (.06)	6 (.11)
23,500 - 25,000	17 (.13)	18 (.13)	6 (.37)	3 (.05)
25,000 - 26,500	12 (.19)	5 (.04)	2 (.12)	2 (.04)
26,500 - 28,000	14 (.11)	4 (.03)	2 (.12)	1 (.02)
28,000 - 29,500	10 (.08)	7 (.05)	-	3 (.05)
29,500 - 31,000	10 (.08)	4 (.03)	-	1 (.02)
31,000 - 32,500	4 (.03)	6 (.04)	-	-
32,500 - 34,500	9 (.07)	3 (.02)	-	1 (.02)
34,500 - 35,000	5 (.04)	1 (.007)	-	-
35,000 +	6 (.05)	2 (.01)	1 (.06)	1 (.02)
	130	134	16	57

12 Month Salary Range	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
Below 13,000	1 (.01)	-	1 (.05)	3 (.12)
13,000 - 14,500	-	-	-	1 (.03)
14,500 - 16,500	-	1 (.02)		3 (.10)
16,000 - 17,500	-	-	1 (.05)	3 (.10)
17,500 - 19,000	1 (.01)	2 (.04)	-	4 (.14)
19,000 - 20,500	2 (.02)	13 (.23)	1 (.05)	3 (.10)
20,500 - 22,000	4 (.04)	4 (.07)	1 (.05)	1 (.03)
22,000 - 23,500	3 (.03)	9 (.16)		1 (.03)
23,500 - 25,000	4 (.04)	7 (.12)	1 (.05)	5 (.17)
25,000 - 26,500	5 (.05)	1 (.02)	3 (.14)	1 (.03)
26,500 - 28,000	3 (.03)	5 (.08)	2 (.09)	1 (.03)
28,000 - 29,500	8 (.09)	4 (.07)	1 (.05)	-
29,500 - 31,000	12 (.13)	2 (.04)	1 (.05)	-
31,000 - 32,500	8 (.08)	2 (.04)	3 (.14)	2 (.06)
32,500 - 34,500	10 (.10)	1 (.02)	2 (.09)	1 (.03)
34,500 - 35,000	4 (.04)	1 (.02)	-	-
35,000 +	27 (.29)	5 (.08)	5 (.25)	-
	92	57	22	29

31. Is your salary based on 9/10 months ___ or 12 months ___? If 9/10 months, are you employed during the summer? ___YES ___NO. If YES, please describe your summer assignment. _____.

Salary Base	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
9/10	114 (.56)	131 (.72)	22 (.48)	73 (.67)
12 month	89 (.44)	53 (.28)	24 (.52)	36 (.73)
	203	183	46	109

Summer Employment	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
YES	88 (.77)	80 (.61)	19 (.86)	41 (.56)
NO	26 (.23)	51 (.39)	3 (.14)	32 (.44)
	114	131	22	73

Type Summer Employment	No. and % Responding
Teaching	132 (.73)
Coordinator/Director	9 (.05)
Teaching and Directing Field Experiences	28 (.15)
Administration	12 (.07)
	181

32. If your salary is on a 9/10 month basis, do you receive any course load credit for administration during the summer? ___YES ___NO. If YES how much?

Credit Load for Summer Admin.	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
YES	39 (.38)	30 (.77)	10 (.53)	13 (.18)
NO	63 (.62)	101 (.23)	9 (.47)	60 (.82)
	102	131	19	73

Amount of Credit	No. and % Responding
Full - time	2 (.04)
Three - quarter time	2 (.04)
One - half time	16 (.33)
One - fourth time	12 (.24)
One course	17 (.35)
	49

"I recieve a $2,000.00 flat stipend. "
"I recieve $1,600.00 for each course I teach."
"I recieve $950.00 for each course I teach."

33. How does your salary compare with other personnel in your college/school/department with similar qualifications and responsibilities: Is it ___Higher than? ___About the same? ___Lower than?

Salary Comparison	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
Higher than	32 (.14)	29 (.14)	3 (.06)	6 (.05)
About the same	175 (.78)	162 (.80)	42 (.82)	87 (.78)
Lower than	16 (.07)	12 (.06)	6 (.12)	19 (.17)
	223	203	51	112

34. How do your salary increases compare with personnel in your college/school/department with similar qualifications and responsibilities? Is it ___Higher than? ___About the same? ___Lower than?

Salary Increases	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
Higher than	30 (.14)	21 (.10)	6 (.12)	5 (.04)
About the same	177 (.80)	176 (.86)	41 (.80)	96 (.86)
Lower than	13 (.06)	8 (.04)	4 (.08)	11 (.10)
	220	205	51	112

35. Do you receive salary increases: ___More frequently than: ___About the Same; ___Less frequently than other personnel in your college/school/deptartment?

Salary Increases	Male No. and % Responding Public	Male No. and % Responding Private	Female No. and % Responding Public	Female No. and % Responding Private
More frequently	8 (.04)	4 (.02)	2 (.03)	7 (.06)
About the same	209 (.94)	205 (.97)	61 (.95)	103 (.92)
Less frequently	5 (.02)	3 (.01)	1 (.02)	2 (.02)
	222	212	64	112

36. Below is a list of fringe benefits that are sometimes provided by an employer. Check the ones that are available at your institution and Circle the ones in which you participate.

Fringe Benefits	Public (N = 284) No. and % Responding	Private (N = 352) No. and % Responding
State Retirement Plan	229 (.81)	9 (.03)
Optional Retirement	103 (.45)	173 (.49)
Social Security	241 (.85)	280 (.80)
Payment for part or all of your share of social security	71 (.25)	65 (.18)
School Retirement Plan	48 (.17)	154 (.43)
Sabatical Leave	151 (.53)	193 (.55)
every 5 years	7 (.02)	2 (.006)
every 6 years	9 (.03)	21 (.06)
every 7 years	94 (.33)	114 (.32)
Life insurance plan	212 (.75)	224 (.64)
total payment	82 (.29)	92 (.26)
partial paymeny	93 (.33)	65 (.18)
Medical insurance plan	242 (.85)	259 (.74)
total payment	113 (.40)	112 (.32)
partial payment	105 (.37)	92 (.26)
Reduced college fees for family	76 (.27)	291 (.83)

IV. RANK, PROMOTION, TENURE

37. As director/coordinator of student teahcing/field experiences , do you have professorial rank? ___YES ___NO. If YES, please indicate the rank you now hold. ___Professor; ___Associate Professor; ___Assistant Professor; ___Instructor; ___Lecturer.

	Male No. and % Responding		Female No. and % Responding	
Professorial Rank	Public	Private	Public	Private
YES	205 (.94)	210 (.96)	54 (.93)	99 (.94)
NO	14 (.06)	8 (.04)	4 (.06)	6 (.06)
	219	218	58	105
Present Rank				
Professor	102 (.47)	96 (.42)	13 (.24)	26 (.25)
Associate Professor	72 (.33)	73 (.32)	21 (.39)	44 (.43)
Assistant Professor	37 (.17)	54 (.24)	15 (.28)	28 (.27)
Instructor	2 (.009)	2 (.009)	3 (.05)	4 (.04)
Lecturer	2 (.009)	1 (.004)	2 (.04)	1 (.009)
	215	226	54	103

38. When you became director/coordinator at the institution where you are now employed, did you have professorial rank? ___YES ___NO. If YES, please indicate the rank you held. ___Professor; ___Associate Professor; ___Assistant Professor; ___Instructor; ___Lecturer.

	Male No. and % Responding		Female No. and % Responding	
Professorial Rank	Public	Private	Public	Private
YES	198 (.88)	168 (.80)	53 (.87)	94 (.76)
NO	27 (.12)	43 (.20)	8 (.13)	29 (.24)
	226	211	61	123
Present Rank				
Professor	41 (.21)	27 (.16)	5 (.10)	7 (.08)
Associate Professor	77 (.40)	60 (.37)	17 (.35)	29 (.32)
Assistant Professor	65 (.34)	69 (.42)	21 (.43)	44 (.48)
Instructor	8 (.04)	6 (.04)	-	1 (.01)
	192	164	48	92

39. As director/coordinator, have you been promoted? ___YES ___NO. If NO do you anticipate being promoted when you have met the criteria for promotion? ___YES ___NO ___NOT CERTAIN.

	Male No. and % Responding		Female No. and % Responding	
Been Promoted?	Public	Private	Public	Private
YES	93 (.43)	95 (.46)	23 (.45)	57 (.46)
NO	124 (.57)	113 (.54)	28 (.55)	67 (.54)
	217	208	51	124
Promotion Anticipated?				
YES	50 (.53)	52 (.57)	12 (.48)	38 (.67)
NO	26 (.28)	25 (.27)	9 (.36)	9 (.16)
NOT CERTAIN	18 (.19)	15 (.16)	4 (.16)	10 (.16)
	94	92	25	57

Comments:

"I am already a full professor"
"Can't be promoted for I am locked into an existing system."
"There is no promotion system for administration."
"All promotions are tied to research and publication and there is no time for this."
"Yes, but promotion is based upon my professional responsibilities and not as coordinator."
"At this institution, promotion and criteria are not related."
"There are no promotion slots left."

40. If you answered NO to item #39, has your position (will your position) as director/coordinator caused (cause) delay in promotion? ___YES ___NO ___NOT CERTAIN. COMMENTS_____.

Responses	Male No. and % Responding	Female No. and % Responding
YES	11 (.11)	1 (.007)
NO	73 (.75)	118 (.94)
NOT CERTAIN	13 (.13)	7 (.05)
	97	126

Comments:

"There are no promotions for staff positions."
"I am already at the top."
"I am unable to meet criteria for research."
"It is hard to meet the criteria for research and publications because so many other duties compete for my time."

41. Please give the name of the department in which you hold rank?_____

Department *	No. and & Responding
Education	427 (.79)
Curriculum and Instruction	38 (.07)
Secondary Educaiton	31 (.06)
Teacher Education	22 (.04)
Elementary Education	16 (.03)
Educational Psychology	6 (.01)
	540

*Departments listed less than five times were not included.

42. Do you have tenure? ___YES ___NO. If YES did you receive tenure before or after becoming director/coordinator? ___Before ___After.

Tenure	Males No. and % Responding Public	Males Private	Females No. and % Responding Public	Females Private
YES	189 (.84)	131 (.70)	51 (.76)	68 (.49)
NO	35 (.16)	57 (.30)	16 (.24)	70 (.51)
	224	188	67	138
BEFORE	117 (.64)	50 (.38)	37 (.82)	38 (.54)
AFTER	66 (.36)	80 (.62)	8 (.18)	33 (.46)
	183	130	45	71

Comments:

"The College does not provide for tenure."
"Question not applicable."
"State no longer awards tenure to administrators."
"Being director has nothing to do with it."

43. From the list of criteria below, rank them in order of importance (1=most important and 5=least important) for tenure, promotion, and salary increases as they apply to you.

Criteria	Public $\bar{X}$ Rating	Private $\bar{X}$ Rating
Teaching	2.05	1.69
Research	3.62	3.56
Service/Public Relations	3.03	2.86
Doctoral Degree	2.35	2.33
Advisement	4.14	3.63

44. Would the same criteria for tenure, promotion, and salary increments apply in the same manner to personnel in your college/school/department of similar qualifications and responsibilites? ___YES ___NO ___NOT CERTAIN. Comments___.

Response	Public No. and % Responding	Private No. and % Responding
YES	213 (.79)	267 (.82)
NO	28 (.10)	20 (.06)
NOT CERTAIN	28 (.10)	38 (.12)
	269	325

V. RESEARCH AND PUBLICATION

45. In the space provided, please record the number of journal articles and books you have published. Include those to which you are a co-author.

Publications	No. Responding	No. of Publications	$\bar{X}$ No. of Pub. Per Respondent
	PUBLIC		
Journal articles (Refered or Editorial Board)	124	705	5.7
Journal articles (Non-refereed)	107	482	4.5
Books	69	129	1.87
	PRIVATE		
Journal articles (Refered or Editorial Board)	103	405	3.9
Journal articles (Non-refereed)	60	299	4.98
Books	46	132	2.86

Publications	Percent of Publications for Total Sample (N=642) No. reporting	Percent of total Pop.
Journal articles (Refered or Editorial board)	227	.35
Journal articles (non-refereed)	167	.26
Books	115	.18

45 cont.

Comments:

Greatest number of articles in journals which were refereed or under an editorial board reported by a single respondent was 32.
Greatest number of articles in non-refereed journals reported by a single respondent was 30.
Greatest reported number of books published by a single individual was 25.

46. Please list the research which you currently have IN PROGRESS.

Respondents listed 175 separate research studies. Examination of titles show that while much of the research relates to program evaluation and improvement, a considerable portion goes beyond this and outside the area of field experiences. The following were selected as a representative sample of research currently in progress:

"Development of an informational management system."
"Models in Supervision"
"Cooperating teacher styles and student teacher learning styles"
"The Amish Family in folk society"
"Career decisions for teachers"
"Anxiety study on student teachers"
"Impact of student teaching on public school education"
"Relationship between pupil progress and number of student teachers/participants"
"Reducing stress in pre-service teachers"
"Application of micro-computers in school planning"
"Minimum competency testing"
"Oral language modification programs for cultural diversity"
"Support services needed by beginning teachers"
"National study of student teacher legislation"
"Why students leave teacher training programs"
"Effects of student teachers on children's self-concept"
"Effects of a clinical supervision model on the performance of supervising teachers"

47. Please list the research which you have completed in the last two years.

Representative examples of completed research:

"Most frequently used methods in identifying, selecting, and continuing supervising teachers."
"Effects of computer assisted instruction"
"Cultural - related vocabulary differences in inferential reading"
"Internship models: political process in adoption of state funding"
"Cooperative education: China's key school movement"
"Use of television in teacher preparation"
"Mastery learning models in elementary classrooms with mainstreamed children"
"Variables affecting teacher/student affinity and student achievement"
"Educational news received by the public in four state-wide newspapers"
"How tenure is perceived by classroom teachers"
"Creative problem solving"
"G.P.R. and success in student teaching"
"Use of student teachers as substitutes"
"Evaluation of field experiences program"
"Teacher stress: A workshop approach"

48. Do you anticipate initiating NEW research in the next two-three years? ___YES ___NO ___NOT CERTAIN

Anticipating New Research	Public No. and % Responding	Private No. and % Responding
YES	114 (.43)	102 (.41)
NO	62 (.23)	105 (.36)
NOT CERTAIN	92 (.34)	87 (.30)
	268	294

49. If YES, please list the area(s) or possible topics for this research.

Representative Samples:

"Effects of supervising teachers on student teachers"
"Evaluation of student teaching program
"The impact of time spent in student teaching on performance"
"Effects of early field experiences on teacher education"
"What are the needs of cooperating teachers?"
"Teacher competency"
"Effects of in-service training on supervising teachers"
"Effects of student teachers on learner achievement"
"Use of microcomputers by directors of student teaching programs"
"Affective domain of children in public day care programs"
"Competency testing of college education majors"
"Can success, or lack of it, be predicted in student teaching?"
"Does pre-student teaching classroom experience make a difference in student teacher success?"
"Procedures for matching student teachers and supervising teachers"
"Supervisory visits and their effect on student teacher performance"
"Teacher supply and demand"

50. Please list the areas of research (be as specific as possible) for which YOU feel there is a strong need in student teaching/field experiences.

Responses: There were 195 responses (approximately one-third of the sample) to this item. Categories with less than five responses were omitted. Responses were categorized and are as follows:

Category	No. of Responses
Early field experiences -- value of, effects on teaching	28
Cooperating teachers - evaluation, effect of role	23
Student teaching - success, effects of, evaluation of	20
Competencies needed for success...evaluations, identifying	18
Supervision - techniques, models	10
Student teaching - optimum length	8
Criteria for admission into teaching, screening	8
Evaluation of field experience programs	7
Cooperating teachers - selection, training of	6
Collaborative relationships - effects of field experiences on--	5
Stress, morale - students teachers, field experiences	5
University supervision of student teachers - value of, evaluation, roles	5

VI. MEMBERSHIP AND PARTICIPATION IN PROFESSIONAL ASSOCIATIONS

51. Please list the professional associations/organizations in which you currently (1981-1982) hold membership.

Membership in Professional Associations	No. Responding	Percent of total Population (N=642)
A. National Associations		
Association of Teacher Educators	202	.31
Phi Delta Kappa	183	.29
Association for Supervision and Curriculum Development (A.S.C.D.)	112	.17
National Education Association	107	.17
National Council for Social Studies	22	.03
International Reading Association	21	.03
American Education Research Association	21	.03
American Association of University Prof.	25	.04
American Association of Colleges of Teacher Education	65	.10
National Council of Teachers of English	13	.02
B. State Associations		
State Association of Teacher Educators	286	.45
State Teachers Association	69	.11
State A.S.C.D.	39	.06

Comment

The wide variations reported in regional, state, and local associations made it impossible to accurately identify all association memberships.

52. Please list the offices you have held or now hold in professional associations/ organizations. Place an asterick (*) by those you now hold.

Offices Held	Public No. and % Responding	Private No. and % Responding
National	70 (.25)	78 (.22)
Regional	43 (.15)	44 (.13)
State	144 (.51)	146 (.41)
Local	97 (.34)	80 (.23)

53. Does your institution encourage you to attend meetings of the associations/ organizations to which you belong? ___YES ___NO. COMMENT:_____.

Encourage Attendance	Public No. and % Responding	Private No. and % Responding
YES	254 (.90)	299 (.89)
NO	29 (.10)	36 (.11)
	283	235

Comments:

"When money is available."
"State meetings but not national meetings."
"Out-of-state meetings are limited to one each year."
"Yes, if you are presenting a paper."

53 cont.

"Yes, but at our own expense."
"No real encouragement but is is allowed."
"I don't know, but I suppose so."

54. Does your instituion provide travel assistance for you to attend these meetings? ___YES ___NO. COMMENTS:_____.

Travel Assistance	Public No. and % Responding	Private No. and % Responding
YES	234 (.87)	305 (.90)
NO	33 (.13)	35 (.10)
	267	340

Comments:

"Most of the time, but not at 100 percent."
"Yes, but assistance is very limited."
"Yes, but only in the state."
"Yes, but priority is given to those on the program."
"Yes, when money is available."
"We are given a falt sum which is insufficient."
"Not as of 1981-1982."

55. Is it necessary for you to be on the program (present research, preside, etc,) in order to receive reimbursement for expenses? ___YES ___NO. COMMENT_____.

Necessary to be on the program	Public No. and % Responding	Private No. and % Responding
YES	80 (.30)	64 (.06)
NO	190 (.70)	264 (.80)
	270	328

Comments:

"Being on the program certainly helps."
"Being on the program is given priority."
"Those who are on the program recieve greater support."
"No assistance is given even if you are on the program."
"National meetings are not always funded."
"Nothing seems to help."
"At this time, no reimbursement is available."

56. How would you classify availability of funds for travel at your institution? (Check one)

Availability of Funds	Public No. and % Responding	Private No. and % Responding
Very adequate	10 (.04)	21 (.06)
Adequate	62 (.24)	86 (.25)
Limited	93 (.36)	152 (.46)
Very limited	93 (.36)	75 (.22)
	258	334

Comments:

"Far more limited this year than previously."
"Travel funds are almost non-existent."
"Formerly travel funds were very adequate."
"Travel funds become more limited each year, especially 1981."

57. Please explain the way in which travel funds for attending meetings/conferences or professional associations/organizations are allocated by your institution.

Method of Allocating Funds	No. and % Responding
Departmental budget item and approved on basis of need	157 (.48)
Each faculty is given a fixed amount	121 (.37)
Dean's discretion from College budget	28 (.09)
Faculty committee	18 (.06)
	324

Comments:

The variability of responses made it impossible to place each one in a category. The following comments by respondents should help convey these variations.

"Elegibility and allocation are rotated among the faculty."
"All travel funds come from discretionary funds."
"Funds are controlled by the vice president."
"Funds are allocated by the president."
"Funds are allocated by faculty vote."
"Funds are allocated on the basis of priority, seniority, and who you know."
"Funds are allocated on a first come basis."
"Mysteriously!"
"Fairly"
"Funds are allocated on the basis of out-of-state and in-state meetings."

58. How many presentations have you made at professional associations/ organizations during the last five years?

Presentations during past five years	Public No. reporting and % of total population (N=284)	No. of presentations
National Associations	115 (.30)	372
Regional Associations	99 (.35)	251
State Associations	166 (.58)	518
Local Associations	124 (.44)	764

Presentations during past five years	Private No. reporting and % of total population (N=352)	No. of presentations
National Associations	91 (.26)	242
Regional Associations	76 (.22)	214
State Associations	154 (.43)	511
Local Associations	123 (.35)	620

Comments:

The largest number of presentations reported by a single individual at each association level is as follows:

National Association - 13
Regional Association - 12
State Association - 36
Local Association - 35

VII. INSTITUTIONAL PROGRAM SUPPORT

59. Please indicate the number of non-professional secretarial assistants who are assigned to you, the average number of hours they work each week, and their term of employment.

	Public				Private			
	No. & % Responding	Av. Hrs.	Academic Yr.	FY	No. & % Responding	Av. Hrs.	Academic Yr.	FY
Full-time secretary								
None	6 (.03)				37 (.23)			
One	176 (.81)	39	55	121	113 (.69)	40	17	96
Two	26 (.12)	39	3	23	11 (.07)	35	3	8
Three	6 (.03)	39	2	4	2 (.01)	31		2
Four or more	3 (.01)	38	-	3	-	-	-	-
	217				163			
Part-time secretary								
One	61 (.85)	22	27	34	82 (.81)	27	-	-
Two	9 (.13)	21	4	5	17 (.17)	21	-	-
Three	2 (.03)	20	-	2	2 (.02)	17	-	-
	72				101			
Student help								
One	75 (.53)	13	61	14	127 (.67)	18	41	13
Two	49 (.35)	13	36	13	37 (.20)	17	28	9
Three	12 (.09)	13	9	3	17 (.09)	13	11	6
Four or more	5 (.04)	13	4	1	8 (.04)	12	8	-
	141				189			

Comments:

"Secretarial help is assigned to the department and not just to field experiences."
"I share the full-time departmental secretary."
"I share a secretary who is also shared by three departments."
"We are critically short of secretarial help."
"I have a part-time secretary this year but I don't know about next year."

60. Please indicate the number of professionals assigned to work with you and the percentage of time they devote to student teaching/field experiences.

Professional Assistance	No. of PUBLIC Institutions Reporting Full Time	Part Time	No. of PRIVATE Institutions Reporting Full Time	Part Time
Assistant Director	12	29	3	23
Student teacher center Coordinator/director	61	237	2	32
College/University Supervisor of S.T.	74	210	8	344
Graduate Assistants	-	44	-	33
Supervisors of field experiences other than student teaching	3	56	2	58

Comments:

The largest number of university supervisors reported was 200. The number of personnel involved in student teaching depends on the number of students enrolled. The great majority of personnel are part-time. The supervision of field experiences other than student teaching is the primary responsibility of the professor assigned to the course.

VIII. WORK LOAD

61. Please record the number of hours per week you spend performing the identified instructional and non-instructional tasks. Use the FALL, 1981 as a reference point. Include the time you work AT SCHOOL, HOME, OR ELSEWHERE. The total number of hours should equal the average number of hours you devote to your college position each week.

	Public		Private	
Non-Instructional Tasks	No. Resp.	Av. hrs. per week	No. Resp.	Av. hrs. per week
Director/coordinator of student teaching	281	23.8	282	9.6
Other Administrative duties	186	10.1	207	10.6
Advisement	202	4.1	239	4.7
Public Service	112	2.1	120	2.4
Sponsored or funded research	103	3.6	18	3.1
Non-sponsored research	54	3.0	15	11.5
Administering field experiences other than student teaching	154	4.5	99	6.8
Committee assignments	218	3.0	238	3.0
Administering student teaching programs abroad	12	2.8	6	1.1
Instructional Tasks				
Teaching on-camus	204	7.4	288	8.9
Extension, off-campus teaching	46	4.5	11	3.9
Supervising student teachers	153	7.8	146	9.2

62. For budgetary purposes, what percent of your time is classified as ___administrative; ___instruction; ___other?

Classification of time	25%	33%	50%	66%	75%	100%
	Public No. and % Responding by classification					
Administration	19 (.07)	8 (.03)	60 (.21)	18 (.06)	47 (.17)	69 (.24)
Instruction	62 (.22)	12 (.04)	52 (.18)	11 (.04)	20 (.07)	26 (.09)
(N= 284)						
	Private					
Administration	77 (.22)	14 (.04)	65 (.18)	16 (.05)	28 (.08)	15 (.04)
Instruction	26 (.07)	13 (.04)	55 (.16)	16 (.05)	59 (.17)	53 (.15)
(N= 352)						

63. Do you offer a course in Supervision of Student Teaching? ___YES ___NO.

Course in Supervision of Student Teaching	Public No. and % Responding	Private No. and % Responding
YES	137 (.49)	53 (.15)
NO	140 (.51)	289 (.85)
	277	348

64. Do you teach this course (check one)? ___Always; ___Some of the time; ___never.

Instructor	Public No. and % Responding	Private No. and % Responding
Always	42 (.31)	16 (.36)
Some of the time	66 (.48)	18 (.41)
Never	29 (.21)	10 (.23)
	137	44

65. If your answer to question # 63 was YES, please provide the following:
___Number of hours of credit; ___Frequency offered; ___Offered on campus;
___Offered off campus.

No. of hours credit								
0	1	2	3	4	5	6	10	Variable
3	9	14	109	9	9	3	3	9

Total= 168

Frequency Offered				
Each Qtr. or Sem.	Once Each Year	Twice Each Year	As Needed	Total Responses
32 (.26)	58 (.46)	14 (.11)	21 (.17)	125

Place Offered		
On Campus	Off campus	Total
125 (.77)	34 (.23)	159

66. Please indicate the provisions made by your college/university for transporting you as you fulfill your responsibilities as director/coordinator of student teaching/field experiences (check all which apply).

Source of Transportation	Public No. and % Population (N=284)	Private No. and % Population (N=352)
Provided by college/ university*	117 (.41)	100 (.28)
Provided by individual and reimbursed*	214 (.75)	264 (.75)
Provide own trans-portaion and expense	5 (.02)	11 (.03)

(*Both options available)

	Reimbursement Rate Per/Mile										
	15	16	17	18	19	20	21	22	23	24	25
PUBLIC	4	-	11	33	13	74	11	28	25	6	6
PRIVATE	36	9	32	57	17	92	10	17	-	-	9
	40	9	43	80	30	166	21	45	25	6	15

Comments:

"Provide own transportation and rembured at $10.00 per student teacher."
"Provide own transportation and reimbursed at $5.00 per student ."
"I was given an additional $500.00 to my salary."
"No reimbursement for the coordinators."

IX. JOB RESPONSIBILITIES

67. Please check those items normally part of the director/coordinator of student teaching/field experiences responsibilities at your institution. Do not include other college/university responsibilites.

Responsibility	Public No. and % Responding (N=284)	Private No. and % Responding (N=352)
1. Preparing budget for Student Teaching	193 (.68)	175 (.50)
2. Selecting college supervisors	172 (.61)	211 (.60)
3. Selecting coordinator of resident centers	76 (.27)	63 (.18)
4. Placing student teachers	264 (.93)	325 (.92)
5. Conferring with student teacher applicants	253 (.89)	305 (.87)
6. Reporting final grades in student teaching	200 (.70)	287 (.82)
7. Providing programs for supervising teachers	198 (.70)	177 (.50)
8. Developing handbooks & forms used in student teaching	256 (.90)	299 (.85)
9. Supervising student teachers	195 (.69)	288 (.82)
10. Preparing honorarium payments for supervising teachers	215 (.76)	253 (.72)
11. Arriving at final decisions on problems involving student teachers	259 (.91)	314 (.89)
12. Maintaining permanent records of students and supervising teachers	258 (.91)	291 (.83)
13. Determining elegibility of students who apply for student teaching	232 (.82)	283 (.80)
14. Screening off-campus teachers for assignment as supervising teachers	171 (.60)	208 (.59)
15. Conducting seminars for student teachers	193 (.68)	267 (.76)
16. Conducting seminars for students preparing for student teaching	171 (.60)	183 (.52)
17. Orienting new college supervisors	225 (.79)	186 (.53)

67 cont.

Responsibility	Public No. and % Responding (N=284)	Private No. and % Responding (N=352)
18. Initiating and carrying out research	154 (.54)	91 (.26)
19. Preparing reports on student teaching program	229 (.81)	261 (.74)
20. Initiating and carrying out experimental programs	159 (.56)	100 (.28)
21. Establishing and maintaining public relations with off-campus personnel	267 (.94)	293 (.83)
22. Authority to remove a student teacher from his/her assignment	224 (.79)	273 (.78)
23. Directing laboratory school	8 (.03)	27 (.08)
24. Directing student teaching program in laboratory school	22 (.08)	18 (.05)
25. Establishing and maintaining relationships with your college/school/department	240 (.85)	246 (.70)
26. Preparing travel vouchers for university supervisors	123 (.43)	101 (.29)
27. Orienting students for student teaching abroad (overseas)	49 (.17)	18 (.05)

X. JOB SATISFACTION

68. Please write the code number which best expresses your satisfaction in your present role with respect to each of the following categories. USE THE FOLLOWING CODE: 4=very satisfactory; 3=Satisfactory; 2=Unsatisfactory; 1=Very Unsatisfactory; and NA= Not Applicable

Job Satisfaction Categories	Public		Private	
	No. and %	$\bar{X}$ (N=284)	No. and %	$\bar{X}$ (N=352)
1. The rank policy for the Director/Coordinator of student teaching	253 (.89)	3.33	247 (.69)	3.19
2. The rank policy for college supervisors	242 (.85)	3.21	226 (.64)	3.29
3. The salary policy for the Director/ Coordinator of student teaching	256 (.90)	3.02	244 (.69)	3.14
4. The salary policy for college supervisors	234 (.82)	3.08	236 (.67)	3.05
5. The importance of the student teaching program as perceived by the faculty and administration	271 (.95)	3.09	297 (.84)	3.14
6. The willingness of the institution to support a quality student teaching program.	277 (.98)	3.01	292 (.83)	3.32
7. Your relations with college supervisors	273 (.96)	3.68	279 (.79)	3.53
8. Your relations with personnel from other colleges or divisions within your institution	273 (.96)	3.47	297 (.84)	3.46
9. Fairness with which duties are distributed to you	276 (.96)	3.19	294 (.84)	3.14
10. Importance of the role of university supervisors as perceived by faculty and administration	275 (.96)	2.68	284 (.81)	2.85
11. Your total administrative and teaching load	270 (.95)	3.04	299 (.85)	2.93
12. The number of student teachers you must supervise	219 (.77)	3.20	372 (.77)	3.18

68 cont.

Job Satisfaction Categories	Public No. and %	Public $\bar{X}$ (N=284)	Private No. and %	Private $\bar{X}$ (N=352)
13. The transportation policy for the Director/Coordinator of student teaching	269 (.95)	3.26	294 (.84)	3.05
14. Your authority to remove student teachers who are not performing satisfactorily	272 (.3.47	3.47	297 (.84)	3.44
15. Your authority to remove or not use again, college/ university supervisors whose performance is unsatisfactory	258 (.91)	2.80	255 (.72)	3.16
16. Support of your programs by field-based personnel	249 (.88)	3.28	257 (.73)	3.26
17. The quality of supervising/cooperating teachers participating in your program	271 (.95	3.19	292 (.83)	3.29
18. Your authority to select supervising/ cooperating teachers	261 (.92)	3.08	287 (.82)	3.36
19. Your authority to remove or not use again, supervising/cooperating teachers whose performance is not satisfactory	258 (91)	3.12	283 (.80)	3.29
20. The quality of field placements for your student teachers	273 (.96)	3.18	293 (.84)	3.28
21. Your position overall	274 (.96)	3.32	298 (.85)	3.09

XI. CHANGES IN STUDENT TEACHING AND FIELD EXPERIENCES

69. Since becoming director/coordinator, what changes have you seen in your position and program? Please list these.

A. Changes in Position

	No. and % Responding
Expansion of responsibilities, especially field experiences	63 (.29)
Increased respect for position on campus and in field	38 (.18)
Increased administrative authority	30 (.14)
Position upgraded to chairman, director, associate dean/ 9 to 12 months etc.	26 (.12)
Increased time and support for administration	23 (.11)
Increased work load	14 (.06)
Position downgraded to part-time because of budget cuts	9 (.04)
Position and responsibilities more clearly defined	7 (.03)
Additional teaching responsibilities have been added	6 (.03)
	216

NOTE: Categories with five or less responses were dropped.

B. Changes in Program

	No. and % Responding
Addition of programs and increase of time in early field experiences	97 (.23)
Increase in the amount of time spent in student teaching	76 (.18)
Revised and improved organization of program	59 (.14)
Increased and improved collaboration with public schools resulting in greater acceptance and appreciation for program	51 (.12)
Improvement in supervision -- both college and by supervision teachers	41 (.10)
Higher criteria and improved screening for admission to teacher education	25 (.04)
Reduction in enrollment	16 (.04)
Improved inservice for supervising teachers	15 (.04)
Initiation of seminars for pre-student teaching and student teachers	12 (.03)
Increase in the number of credit hours for student teaching	12 (.03)
Moved to a competency based program	10 (.02)
Reduction in faculty load for supervision	7 (.02)
	421

NOTE: Categories with five or less responses were dropped

70. In reference to item # 69, why did these changes occur in your POSITION (check all those applicable)?

Source of change	Public and Private No. and % Responding (N=642)
Changes initiated by you	201 (.31)
Changes initiated by College/ School/Deptartment	232 (.36)
Changes initiated by schools with whom you cooperate	30 (.05)
Changes initiated by State Department of Education	102 (.16)
Changes initiated by an agency (other than State Dept.of Education) outside your institution	25 (.04)

71. In reference to item # 69, why did these changes occur in your PROGRAM (check all those applicable)?

Source of change	Public and Private No. and % Responding (N=642)
Changes initiated by you	318 (.50)
Changes initiated by College/ School/Department	286 (.45)
Changes initiated by schools with whom you cooperate	102 (.16)
Changes initiated by the State Department of Education	219 (.34)
Changes initiated by an agency (other than State Dept. of Education) outside your institution	49 (.08)

72. What changes would you like to see occur in your POSITION?

Desired changes in position	No. and % Responding
Increased authority and control over--budget, staff supervisors, program development	48 (.27)
Additional time for duties	44 (.25)
Improved policies for tenure, promotion, salary increases	23 (.13)
Greater recognition for importance of supervisory role	14 (.08)
Make the position full time	13 (.08)
Increased fiscal support for the position	9 (.05)
Increased time for research	7 (.04)
Separation of role of director from department/division head	7 (.04)
Increased support from the administration	6 (.03)
Improved transportation and reimbursement	5 (.03)
	176

NOTE: Categories with less than five responses were dropped

73. What changes would you like to see occur in your PROGRAM?

Desired Changes in Program	No. and % Responding
Improvements in inservice programs for supervisors--college and supervising teachers	53 (.20)
Increase in alternative student teaching experiences and the length of student teaching experiences	33 (.13)
Increase opportunities and alternatives for field experiences	20 (.08)
Improvements in admission criteria and admission procedures	18 (.07)
Reduction of load in supervision to provide more time and improve the quality of supervision	16 (.06)
Improvements in the process for selecting supervising teachers	16 (.06)
Improved cooperation between schools and the teacher preparation program	15 (.06)
Increase in fiscal support	14 (.05)
Increase in staff support- secretarial, administrative assistance, supervision	13 (.05)
Certification for supervisory teachers	12 (.05)
Increases payments to supervisory teachers	12 (.05)
Increase initial preparation program to five years	9 (.03)
Increase involvement by related departments	9 (.03)
Improvement in evaluation of field experiences	8 (.03)
College supervisors who are full time	7 (.03)
Additional field-based experiences for secondary students	5 (.02)
	260

NOTE: Categories with less than five responses were dropped.

COMMENTS:

"A.T.E. and others need to take a position on credit hour load assignments for student teacher supervisors."

74. Please use the space below to provide any additional information you feel is important with regard to the role of the director/coordinator and/or to comment on this study.

The following comment seems to reflect a basic, underlying sentiment of most respondents.

"While student teaching enrollments have decreased, the volume of field placements has increased 3-5 times. This has greatly complicated my job. I think this has also greatly improved the quality of the training our students receive. With the large work load, I often feel like I'm on a tread mill and running very hard. We often juggle five or six jobs at once. I really would like more time to think and act like a college professor. Many of my colleagues who don't have administrative responsibility teach their classes and have time to read journals, write, research, improve their courses or simply go ho home and rest or work around the house. In spite of the fact that I often feel overworked and underpaid, I like my job very much and plan to keep it for a long time."